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ABSTRACT

This 1982 summer Title I, Part B, Institutionalized Facilities Program provided supplementary career instruction to 188 students residing in facilities for neglected and delinquent children and youth. This report briefly describes the program, providing information on methodology, physical setting, equipment, and supplies; population and class size; goals and instructional activities; student records and assessment; implementation problems; and teacher background, inservice training, and supervision. Analysis of pupil achievement data indicates that the program was highly effective in meeting its proposed goals. Nearly all (94 percent) of participating students met the objective of mastering at least two new vocational skills, as measured by the Career Education/Pre-Vocational Skills Assessment Inventory. (GC)

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ANNUAL EVALUATION REPORT

Title I, Part B
Institutionalized
Facilities Program

Summer 1982

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A SUMMARY OF THE EVALUATION OF THE 1982 TITLE I, PART B INSTITUTIONALIZED FACILITIES PROGRAM

The 1982 summer Title I, Part B Institutionalized Facilities Program Provided supplementary career education instruction to 188 students residing in facilities for neglected and delinquent children and youth. Analyses of the pupil achievement data indicated that the program was highly effective in meeting its proposed goals. Nearly all (94.1 percent) of the participating students met the objective of mastery of at least two new vocational skills, as measured by the Career Education/Pre-Vocational Skills Assessment Inventory. Accordingly, the criterion of 80 percent was surpassed and the pupil achievement objective was attained.

The 1982 program implemented recommendations made in the previous cycle's evaluation leading to a number of improvements in operation. Specifically, the program coordinator participated in pre-planning with the result that staff were hired and trained prior to the beginning of the program, the institutional agencies cooperated more effectively, and supplies were received and distributed at the pre-program training session. In-service training was extended from two to three hours and the coordinator made weekly site visits providing on-going training to program staff and communication with agency personnel.

The following recommendations are offered for the continued effectiveness of this program:

--continue to pre-plan as early as possible to ensure optimal teacher recruitment, timely distribution of supplies, and agency cooperation; and

--give consideration to including paraprofessional education assistants to maximize individualization of instruction.

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I. INTRODUCTION

This report documents the 1982 summer session of the Title I, Part B Institutionalized Facilities program administered by the Division of Special Education (D.S.E.) of the New York City Public Schools. In its thirteenth year the six-week summer program continued to serve students residing in facilities for the neglected and delinquent; approximately 200 students participated. In previous cycles the program focussed on remedial reading and mathematics instruction in the context of vocational and occupational education. In the current year, following directives from the New York State Department of Education, the program focussed entirely on career education. All students received individualized instruction using a diagnostic-prescriptive methodology. The pupil achievement objective was for 80 percent of participating students to master at least two new career education skills, as measured by ongoing administration of the Career Education Pre-Vocational Skills Assessment Inventory.

Results of the evaluation of the 1981 summer session indicated that the program was effective in meeting its proposed goals. Nearly all (89.6 percent) of the participants mastered at least one new skill in reading and most (75.4 percent) mastered two or more. At sites offering mathematics instruction 92 percent of the students mastered at least one skill and 75.3 percent mastered two or more. Attendance and teacher morale were generally good and most agency as well as program staff saw the program as valuable academically and also for the opportunities offered students for positive interactions with peers and concerned authority figures.

Recommendations based on the 1981 findings included giving greater attention to pre-planning, increasing the length of the in-service training session, and considering methods for maximizing the effectiveness of supervision.

Data which form the basis for the current evaluation were gathered by the Office of Educational Evaluation (O.E.E.). These included quantitative data documenting pupil achievement and qualitative data on program implementation obtained through observations and interviews of program staff. The following chapters present the 1982 findings on program implementation and pupil achievement and conclusions and recommendations.

II. EVALUATION OF PROGRAM IMPLEMENTATION

PROGRAM DESCRIPTION

The summer 1982 Title I Institutionalized Facilities program for neglected and delinquent children provided vocational and occupational education to 188 students in nine residential facilities in Brooklyn and the Bronx. The program operated Monday through Friday for six weeks from July 6 to August 13, 1982. Educational sessions were conducted for three hours per day.

The population served included delinquent children who were residing in diagnostic centers prior to placement in long-term institutions and children with emotional handicaps residing in long-term facilities. Staff for the summer program were 12 teachers, one educational assistant, and the program coordinator.

The following institutions were served:

--Hegeman Diagnostic Center;
--Baychester Diagnostic Center;
--Ashford Diagnostic Center;
--McDougal Diagnostic Center;
--Atlantic Diagnostic Center;
--Infants Home;
--Pius XII; and
--Ittleson.

Each institution had one summer program site with the exception of Pius XII which had two.

METHODOLOGY

Field consultants from O.E.E. visted all nine facilities to observe program lessons and interview staff. Observation and interview data were recorded on forms developed for this evaluation.

FINDINGS

Physical Setting, Equipment, and Supplies

The program settings at all of the sites were regular classrooms with moveable furniture. All classes had chalk boards and posters or pictures and were attractively decorated. Materials and supplies were seen as adequate by the teachers. Two stated that some materials were late, but that the sponsoring institution had provided them or that there were stockpiles from previous cycles. Two teachers found the program materials too advanced for their students and provided their own. Four teachers indicated a need for more "hands-on" items, such as models, and for films or film strips on vocations and occupations. One teacher at a center with a highly transient population requested more copies of workbooks so that all students could have their own. She stated that the students were proud of their work and felt it was motivating for them to be able to take their workbooks with them when they left the center.

Population and Class Size

In all but two of the program sites students were junior high school or high-school aged ranging from about 12 to 17 years. At two sites serving younger children, students were from seven to 11 years old. About three-fourths were males and one-fourth were female.

Class registers ranged from seven to 18 students and averaged 10; an average of seven students were observed in attendance. At six of the nine sites teachers recommended that in future cycles educational paraprofessionals be hired to assist in the individualization of instruction; however all

teachers felt they were able to provide an effective program.

Goals and Instructional Activities

Teachers stated various goals for their students within the framework of occupational and vocational education. All indicated the need to teach children reality-based notions of work. Specific goals mentioned included:

--to develop awareness of the outside world and available alternatives in the workplace;

--to begin to take responsibility for one's own life;

--to learn the necessary skills for filling out an application form, being interviewed for a job, and budgeting;

--to improve writing, reading, and mathematics skills necessary for any occupation.

Methods cited by teachers for achieving these goals included discussion, films, working with forms, trips to places of work, having guests from various occupations, counseling, and role-playing. Instruction was individualized based on profiles from the Career Education/Pre-Vocational Skills Assessment Inventory.

Observed lessons reflected the teachers' stated goals for program students. At one site with younger children the class discussed the content of occupations including electrician's assistant and telephone operator. At another the emphasis was on money and its value. The children went grocery shopping after planning menus and then assisted in cooking a meal. Both lessons incorporated reading, mathematics, and writing.

Activities with older children included discussion of gross and net salaries, budgeting, activities and responsibilities of various occupations, and work-related concepts. At one site, for example, students discussed the

relationship between life experiences and on-the-job experiences.

In almost all cases, the teachers worked with the group as a whole, but individualized instruction within a common thematic framework. Tutorial sessions were observed three times, combinations of discussion and group interaction were seen four times, and in two cases individual lessons in workbooks followed an introductory lecture.

Commercially-prepared materials seen in use were Job Trips, Globe Series, You, The Buyer and Forms In Your Future, price forms from Millikan Publishing, Turner Career Guidance Series, in addition to newspaper ads, tax forms, and teacher-prepared worksheets.

Student Records and Assessment

Individual student folders were available and up-to-date at all sites and contained attendance sheets, student work samples, assessment records, and individual education plans (I.E.P.s).

All students were administered the Career Education/Pre-Vocational Skills Assessment Inventory. Three teachers supplemented this with the Wide Range Achievement Test (WRAT) and others reported they also used additional formal and informal assessment.

Problems in Implementation

All teachers found the program beneficial to students and well-organized and -administered. However a few problems were noted. Two teachers stated that the agency staff would not interact with them and felt this reduced the benefit of the program to students. At one of these sites the agency staff reportedly scheduled activities during the program's instructional

periods.

Poor motivation on the part of some students was cited by seven of the teachers. Since many of the students were in houses of detention their academic level and motivation were low and attempting to teach them occupational skills proved difficult. Nonetheless, the teachers believed that the program was of value to the majority of students.

Teacher Background, In-service Training, and Supervision

The teachers in this program were well-qualified; seven had master's degrees in special education and two were taking courses toward their degrees. In addition to their backgrounds in special education, one had a master's degree in reading, and one would be receiving a supervisor's license within a year. All teachers had at least five years of total teaching experience and half had more than ten years. Half of the teachers had at least five years of experience in special education and the others had between two and four years.

All staff were hired prior to the beginning of the program and all but one attended a three-hour in-service training session conducted by the program coordinator. The program coordinator also made weekly site visits to provide on-going training to program staff and maintain contact with agency personnel.

III. EVALUATION OF PUPIL ACHIEVEMENT

This chapter presents the results of analyses of data on pupil achievement, attendance, and the description of the student population. These data were recorded by program teachers on O.E.E.-developed data retrieval forms.

FINDINGS

Data were reported for 188 students, 143 males and 45 females. Average attendance was 14.7 days (S.D. = 9.2). Half of the students attended at least 14 of the program sessions; those attending fewer than 14 sessions were primarily from the diagnostic centers which have highly transient populations. Forty (21.3 percent) of the participants did not spend sufficient time in the program for complete achievement data to be reported, 11 (5.9 percent) were truant, and 8 (4.3 percent) were expelled. Thus, complete data were reported for 129 students (68.5 percent).

Attainment of Pupil Achievement Objective

To determine whether 80 percent of participating students mastered at least two new occupational skills, as measured by ongoing administration of the Career Education/Pre-Vocational Skills Assessment Inventory, a frequency distribution was prepared. These data, which are presented in Table 1, indicated that more than 94 percent of the students for whom complete data were reported mastered two or more vocational skills; two-thirds mastered five or more. Accordingly, the objective was attained.

Further analyses of these data indicated that the types of skills that were taught and mastered were distributed across a variety of component areas.

Table 1

Numbers of Vocational Skills Mastered
as Measured by the Career Education/Pre-Vocational
Skills Assessment Inventory

Number of Skills Mastered	Number of Students	Percent of Population	Cumulative Percent
More than 15	10	7.8	7.8
11-15	23	17.9	25.7
6-10	39	30.3	56.0
5	14	10.9	66.9
4	14	10.9	77.8
3	11	8.5	86.3
2	10	7.8	94.1
1	2	1.6	95.7
0	6	4.7	100.4[a]
	129		

[a]Exceeds 100 percent due to rounding error.

.Over 94 percent of the students for whom complete data were reported mastered two or more vocational skills; two-thirds mastered five or more.

(See Table 2.) Most concerned the development of favorable attitudes toward work, awareness of occupations, familiarization with the nature of the workplace, and prerequisite skills for obtaining and holding any job.

Table 2

Numbers of Students Demonstrating Mastery of
One or More Component Vocational Skills

Component Skill Area	Number of Students Demonstrating Mastery of One or More Component Skills
Adaptation to Daily Routines	76
Career Consciousness	63
Career Orientation	56
Applying for a Job	46
Career Exploration	40
Economics of Work	40
Career Choice	33
Job Interview	19
Career Competence	18
Work Habits	12

.The skills taught and mastered were distributed across a variety of areas. Most concerned the development of awareness of work and occupations (Career Consciousness, Career Exploration), the nature of the workplace (Career Orientation), prerequisite skills for obtaining and holding any job (Adaptation to Daily Routines, Applying for a Job, Job Interview, Career Choice, Career Competence, and Work Habits), and money management (Economics of Work).

IV. CONCLUSIONS AND RECOMMENDATIONS

The 1982 summer Title I, Part B Institutionalized Facilities Program provided supplementary career education instruction to 188 students residing in facilities for neglected and delinquent children and youth. Analyses of the pupil achievement data indicated that the program was highly effective in meeting its proposed goals. Nearly all (94.1 percent) of the participating students met the objective of mastery of at least two new vocational skills, as measured by the Career Education/Pre-Vocational Skills Assessment Inventory. Accordingly, the criterion of 80 percent was surpassed and the pupil achievement objective was attained.

The 1982 program implemented recommendations made in the previous cycle's evaluation leading to a number of improvements in operation. Specifically, the program coordinator participated in pre-planning with the result that staff were hired and trained prior to the beginning of the program, the institutional agencies cooperated somewhat more effectively than in previous cycles, and supplies were received and distributed at the pre-program training session. In-service training was extended from two to three hours and the coordinator made weekly site visits providing on-going training to program staff and communication with agency personnel.

The following recommendations are offered for the continued effectiveness of this program:

--continue to pre-plan as early as possible to ensure optimal teacher recruitment, timely distribution of supplies, and agency cooperation; and

--give consideration to including paraprofessional education assistants to maximize individualization of instruction.